CHILD STUDY

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HEADLINES

The board and staff of the Child Study Association of America are especially proud to present this, the Annual Conference issue, to CHILD STUDY readers. Unfortunately, the limitations of space do not permit printing the Conference speeches in full. It is a privilege, however, to publish the highlights from the provocative discussions of "Children in Our High-Pressure World" by the distinguished Conference speakers.

The theme of the Conference stirs deep feelings in all of us, for the pressures of day-to-day living bear heavily on adults as well as on children. Indeed, the responsibilities of parents and professional workers are twofold: first, adults' ever-present awareness of the need for greater self-understanding of the way in which we deal with the multiple and complex pressures in our own lives; and, second, the growing recognition that children inevitably take their cues from us, the all-important adults who serve, among other things, as prototypes, mentors, understanding friends.

The Conference was unusually successful in pointing up the sharp discrepancy between what is currently known about children's developmental requirements and the widespread lag in meeting them. In part, the onus rests upon our cultural and moral retardation, since our society seems unprepared to provide the necessary wherewithal to implement essential programs that are designed to meet these needs. However, and apart from this serious and real stumbling block, noteworthy progress is being made.

One of the most encouraging trends centers around the maturing relationship between parent and professional. This is reflected in the increased mutual confidence and trust through which each learns from and shares with the other. It is precisely this relationship at its best that promises to offer children new opportunities for greater emotional security and personal fulfillment.

MILDRED B. BECK

Editorial

What are the forces within and outside the home that create tension in family life? What can we do about them?

Pressure on children to get ahead in the world begins early in life. Science offers norms of development with which today's mother compares her infant in the hope that he will exceed them. Our school-age children are pushed to strive for standards of achievement which keep them constantly geared to the peak of their intellectual capacities, without full consideration of their emotional needs. Colleges and professional schools make formal requirements that become more stringent even for the superior student, yet we continue to assume that the type of higher education prevalent today is desirable for all.

Parents, responding to the pressures set by the cultural demands of the community, and fearful lest their children lack the qualities necessary for worldly success, constantly exert indirect pressures all their own.

These excessive rivalries may exact too high a toll in anxiety and a sense of frustration. Must we accept them as an essential concomitant of today's way of living? How can we help the growing young person to develop attitudes and relationships which will make for stability, so that he may be able to find his way among the many competing demands of a complex society?

To explore these questions, and seek answers to them, the Child Study Association invited distinguished representatives of several different fields — anthropology, psychiatry, social work, religion, and education — to present their views at its Annual Conference. If these discussions were not always in agreement and did not provide ready answers, they did, nevertheless, offer a sound and thoughtful approach to many of today's problems.

THE EDITORS

The Child and the Community

LEONA BAUMGARTNER, M.D.
Associate Chief, U. S. Children's Bureau

IN evaluating the state of the nation's children, the first fact we must consider is that there are more children in the United States than ever before — 46,000,000 — and the increase in recent years has been tremendous. It has been so great that our schools are terribly overcrowded. The picture of overburdened health and welfare services which inevitably results from the increased numbers of children has not, however, been as clearly drawn as the school picture, nor faced in terms of action.

The second fact is that despite our talking so much about an aging population today, a third of America's people are still under eighteen years of age.

The next fact is a paradox. It is that most of our families are small ones, yet most of America's children live in larger families. Most children, too, live not only in the largest but also in the poorest families, for a third of the children of the nation live in families that have $60 a week or less to house, feed, educate, clothe, doctor, and care for five or more people.

Fact number four is more cheerful, at least in the over-all picture it presents. The "typical" American boy and girl grow up in a family complete with father and mother. Six million children, however — one in every eight — live with only one parent, with relatives, in foster homes, or in institutions. If a child must live in a broken home, the family needs help in giving the child as good a chance as possible.

Geographically, most of the children live in the states least able to help — the states with the poorest and fewest schools, hospitals, welfare and social agencies, the states with the poorest per capita income and the greatest ratio of children to adults of working age. In the Southeast, for example, in 1940 there was the lowest annual per capita income, $883. In the Far West, the richer area, there were 32 children to every 100 adults of working age, and an annual per capita income of $1,559. So what a child gets depends to a great extent on the family in which he is born and on the locality in which he lives.

How well are our children today? Do they get the kind of care that makes it possible for them to develop into a new generation of human beings who are buoyantly healthy in body and spirit? The Academy of Pediatrics, which has recently completed a nationwide study, says the following: "Ideally our national objective should be to see that good health care is within the reach of every child. Some children are in that fortunate position, many are far from it, geographically and economically. The quality of medical care some children receive is the best in the world. The care that others get, from the viewpoint of modern science, is out of date and mediocre." Our health record is good, but there is much we need to do and can do immediately to improve it.

Educators tell us the same is true about our children's education. They have estimated, for example, that "a ten-billion-dollar investment must be made in schoolhouses during the next eleven years if schoolhouses are to break even in the race with schoolchildren" and that "for the years ahead, 30,000 new teachers a year will be needed to accommodate the increase beyond normal enrollment if the school program is to be maintained at its present level of efficiency — a level that in spite of the best efforts of educators is not high enough to justify a spirit of complacence."

Welfare workers bring us a never-ending picture of the child with special problems. Recently Leonard W. Mayo, president of the Child Welfare League of America, reported that "nearly 80 per cent of the communities in this country lack adequate facilities for children needing special care."

All of this adds up, you may think, to a very confused picture; but as we look closer, perhaps it is not so confused. We know a great deal about children today and about what to do for them, but too few children are getting the benefit of this knowledge. The chief trouble, some say, lies with the parents; but this is not entirely true. Many, many parents want, seek out, and use help.

The trouble seems to me to be that as parents and as citizens we somehow are overlooking one of our important tasks. This job of rearing children is a complex and important business, perhaps the most

(*Continued on page 90*)

Tension in Family Life

CLYDE KLUCKHOHN
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WHAT are the forces within and outside the home that create tension in family life in our society? What do parents want their children to be? I am going to devote myself to one important and neglected aspect of this question — the problem of values. Much of the conflict between parent and parent, between parent and child, between the family and the outside world, must be traced to the confusion in our society over values, their sources, sanctions, and interrelations. The Horatio Alger economic and achievement values, which still have an important place in our formal and informal educational procedures, undoubtedly embody a distinctively American view of the world. Few of us would want to see the conviction that effort counts, and that something can be done, disappear from the American scene.

But we need a new set of success values which is better geared to economic and political realities. No social order is secure in which a high proportion of adults feel cheated of goals that they have been taught as youths were rightfully obtainable by everyone who worked hard and intelligently. The disillusioned are the manpower reserves of the demagogues and of all apostles of irrational social movements. The gap between the preached level of aspiration and that which is obtainable on a mass level must be narrowed.

We do have values that are not bound up in materialism and the success system, but we are singularly inarticulate about them — so inarticulate that it is difficult for Europeans and Asiatics who see the surface of our culture to believe that we have any values apart from those of materialism and materialistic success.

We have a problem here that requires the best effort of all of us, because the factual situation, however much we may not like it, seems to be roughly this: The conflict between Christian sects has weakened the authority of all. Increased knowledge of the processes of the physical and biological world have, rightly or wrongly, engendered widespread skepticism of all doctrines based on authority and revelation rather than upon scientific investigation.

Furthermore, the existence in the world of contrasting value systems is now apparent to many citizens rather than to a handful of philosophers and anthropologists. Nor can contemporary man so easily dismiss these discrepancies as the aberrations of ignorant savages, or the benighted ways of heathens who have never had the benefit of instruction in the one true gospel. Christians themselves have to question the underlying values of a civilization whose material achievements are unparalleled but who also produced the holocausts of Hiroshima and Nagasaki. As General Bradley remarked, "ours is a world of nuclear giants and ethical infants." Confused moderns have come to look with new respect and even with longing at the apparent order and serenity of some of the simpler societies. Elton Mayo has phrased it, "We have the goods, but they have the morale."

Yet people are loath to abandon accustomed values. In all the great cultural traditions, values have been important precisely because they were stable, because people have consciously or unconsciously felt that they could rely on them as representing the distilled essence of human experience. However, as the philosopher Whitehead has pointed out, "the whole of this tradition is warped by the vicious assumption that each generation will substantially live amid the conditions governing the lives of its fathers, and will transmit these conditions to mold with equal force the lives of its children. We are living in the first period of human history for which this assumption is false." An increasing number of men and women have had their faith shaken, however much they may continue their formal participation in religious communions as institutions. The powerful sanctions for conformance to established values have lost their effective force for millions of people. The result is personal and social disorganization, individual unhappiness and human misery on a vast scale, and irrational political movements which both symbolize and add to these disasters.

What can we do? Well, we can beat a frightened retreat to the older orthodoxies. We can bear chaos as best we are able, and wait for the miracle of the new religion to occur — this is what most of the prophets of doom seem to be telling us to do — or we can try to use our scientific approach to this as to other realms of human behavior. John Dewey has

warned us that a culture which permits science to destroy traditional values but which distrusts its power to create new ones is destroying itself. To me at least it is therefore apparent that science, and especially social science, must put up or shut up with regard to this problem. Now, if human beings had shown themselves able to accept existence on a level like that of the other animals, I should be more willing to dismiss the problem of human values. But it seems to be in the nature of the human animal to crave an integrated, coherent system of values and to insist that it is part of his system as a creature of the world of nature that real values exist and can be discovered. In fact, looking at the human world in space and in time from the perspective of natural history, the two most vast and empirical generalizations that can be made about *Homo sapiens* are that he is a symbol-using animal and an evaluating animal. These generalizations transcend all cultural differences. Always and everywhere men say, "That is good, and this bad; that is to be sought, and this to be avoided; that is preferable to this." Such evaluation is not restricted to what is deemed beneficial or injurious in terms of physical survival. All cultures have their categorical imperatives that go beyond existence and pleasure. Human life is a moral life because it is a social life.

Today most people in our country, except for one large minority, are less and less influenced by institutionalized religion. This does not mean that they are correspondingly indifferent to problems or standards of values. On the contrary, perhaps the most impressive of contemporary social and intellectual movements is the increasing concern with such topics.

There is an almost compulsive quality about the present American need for explicitness and definition of private and national norms. There is along with it an increasing dissatisfaction with rules that pretend to a supernatural authority, and the results show an increasing recognition of the inadequacy of those that are merely hallowed by custom. American men and women who never enter a church unless to participate in a rite of passage, like a christening or a death, agree that common values are urgently necessary to a healthy society.

The magnetism of Communism, at least outside the Soviet Union and the countries under Soviet control, is that of a secular religion. To confused and frightened human beings of the twentieth century a so-called new synthesis speaks just as strongly as the promised land of economic security. In accord with the logic of our American sentiments and in part on the basis of our more earthy experiences, the overwhelming majority of us reject Communism but long for a creed less partisan, less vague, less anachronistic than, for example, that of most of our political oratory.

While the techniques of child training and of healthy family life are tremendously important, and the scientific knowledge on which they are based is tremendously important, all of this will avail us nothing unless we know where we are going, and where we want to go. You may remember the passage in *Alice in Wonderland* where Alice asks, "Would you tell me, please, which way I ought to walk from here?" The Cheshire Cat replies, "That depends a great deal on where you want to get to."

Getting Along and Getting Ahead

HELEN ROSS

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HIGH-PRESSURE is a word we use a great deal today. It may mean anything from the necessity of getting the child off the toilet in time for the school bus to the fantastic exigencies of the hydrogen bomb. Every age has its pressures, though most people feel that those of today are greater than ever before.

Whatever their force or magnitude, to help children withstand them we have only the age-old device, the love and protection of the family. For this we have found no substitute. Since children are first disturbed through the anxieties and uncertainties of their parents, we speak to the parents, not to hold them responsible for everything that happens in the world but to ask them to be the cushion between those pressures and the children.

Many of us who watch children grow up, and recall our own childhood in comparison, are inclined

to yearn for the old security — not for ourselves any more, but for the children to come. We sometimes fear we shall be unable to achieve it for the children of today; this may be a harder task, but it should not be regarded as impossible.

What do we mean by security? And how do we achieve it for children? First of all, through a good emotional climate within the family. By that is meant a family in which the father and mother have love and respect for each other, a family in which children are wanted, and loved, and regarded as future citizens as well as little creatures to enjoy.

"Love" is not used here in any metaphysical sense. It refers to that affection the mother bears for the child and the child gives to the loving mother, the give and take of consideration, of friendliness, sometimes of unfriendliness but in a way that can be balanced against the positive values in the family. In such a family the mother not only loves her baby but wants to take care of him, not only for the sake of the baby's welfare but also for her own satisfaction and pleasure. Too little has been said about the mother-child relationship with regard to the mother. Society expects her to expend a great deal of energy on her child; but in so doing, she also derives benefit, psychologically and biologically. Nearness to the child in the early weeks of its life is good for the mother as well as for her baby. This interrelationship creates a baseline of security in the child. He does not therefore have always to be looking for it. When the child does not get what his nature demands, he looks for it. If in early life he does not experience protection through the warmth of the mother's body, he will constantly seek that protection. If he fails, he may become discouraged and cease to expect kindness and help from those around him.

If he finds satisfaction for his early and primitive needs, he has time and energy to turn away from his own body and be interested in the world around him. This early feeling of safety is the springboard for interest in people beyond himself — his family, his playmates — and later for interest in the community, and finally, we hope, for a wide interest in world affairs. Such security makes for happy, creative, productive people who will make a contribution to the world.

Though the mother is the first agent of security to the child, the father has his part also in creating a good emotional climate. In every home, the father should represent not only the warm protection of the family within but the wider protection of the community outside. He goes out of the home every day; he brings the world back into the home at evening. He must stand for the authority and the protection of society.

Important, too, is good and patient teaching within the family. The first teaching comes from the mother who must show her child day after day what is expected of him. I would not make the mother into a schoolteacher. The more schoolteaching and formal lessons are taken out of the home, the better. That belongs to the school. By teaching in the home, I mean the bringing up of the children in the precepts of their parents, teaching them to love other people as well as themselves, to conform to what society demands of people who live together. I mean all those "lessons" that contribute to what we call character.

In early life this is a biological as well as a psychological affair. The mother who teaches well and patiently knows how to follow the child's needs, knows how not to teach him too much at once, not to push him to show off for grandparents or the people down the street. She does not look up anxiously what "the book" lays down for that particular month and week and day of his life; she is sensitive to her child's growth; she follows his lead.

The young mother today in this country is trying hard to fulfill her responsibility to her children, to help them get along well. She grabs at all the new teachings and reads and listens, and sometimes suffers, feeling unequal to the task. We would like to take the scare out of the bringing up of children. At the same time, we would like to show mothers that one cannot let children bring themselves up alone. Neither too much nor too little guidance is what we seek. Someone said to me recently, "If we could just make a formula about training children as we make the formula for the baby, taking into account the particular point of maturity and development that the child has reached — a pinch of encouragement, a pinch of restraint, a saturate solution of love — we would be really magicians." But we have not such skill. What can we do? We can only appeal to that quality in the mother which is sensitive to her child because she loves him, and which, therefore, will guide her in knowing the right thing to do, and not worry if on page 57 it says she should do something else.

Consistency of parental handling is another ingredient of security. Parents cannot follow all the books, but they can find their own consistent pattern. This does not mean rigidity, but a consistency in

policy — not sudden change from indulgence at one moment to deprivation the next, and not constant disagreement between father and mother. From consistency in handling, a child can count on what will happen. He feels safeguarded when he knows what will happen, when he does not have to worry about the next step.

To the above, I would add the great importance of good patterns in father and mother after which the children can fashion themselves. We want the boy to identify himself with the father, the girl with the mother, so that the life pattern will be fashioned in the way that will bring the greatest amount of satisfaction and happiness to the individual. Sometimes these patterns are strong and sometimes they are weak. It would be good if children were always brought up in families where father and mother were adequate to their duties at home and in the community. This is not always possible, as we know. And so we need those adjunctive services outside the family to help supply the missing patterns, services that lie largely in the hands of professional people — teachers, nurses, guidance counselors, social workers, pediatricians, all the people who come into the life of the child.

Equally important is the ability of parents to let their children grow up, but not too fast. One of the great pressures of today is the ambition of parents that children should succeed in terms of our American goals of success. Parents often strive for precocious accomplishment and good school grades, and do not value the natural, spontaneous expression of a little child. Usually those mothers who had much to do with the care of their children in the early years are readier, when the time comes, to relinquish them, to let them grow up, than are the mothers who handed over the care of their children to nurses and others. The reason is obvious. If a mother allows herself the pleasures of early tenderness to her child, if she has the intimate association with him during the time he needs her physical care, then she does not feel cheated when he is ready to be independent. By the same token, the child is more likely to continue his dependence if he does not have that satisfaction with his mother when he is little.

A common American tendency is to force important decisions on children before they are ready for this responsibility. Parents often say to me, "I am going to let him make up his own little mind." But the child has not the experience of the parents on which to base judgment. It is amazing how many parents say, "I am going to let my child choose his own camp this summer." What basis for choice has the child? Only what he has learned from his friends, perhaps, or what he fantasies camp is like. A youngster usually has none of the reasons for which parents are interested in a camp, but he has reasons childlike and natural for him. By leaving such a matter to the child, parents not only force the child into making a decision for which he has no experience, but throw him into a difficult emotional situation, because children want to please not only themselves but their parents as well. His whole camp experience may be affected by the child's effort to justify his choice. He may develop a feeling of obligation to surpass everybody in the activities of the camp, to get the highest awards or the highest commendation, working always under the pressure of his responsibility. Or he may feel he was headstrong and suffer a sense of guilt about doing as he pleased.

The family is the place for the child in his early years to be "bad" as well as to be "good." Parents have to learn how to tolerate, even how to expect that children cannot always do the right thing, that their impulses have to come to some expression. Children are often destructive and aggressive. Where is a better place to learn how to transmute such tendencies into something better than in the family where there is love? If parents expect that all of these feelings in the little child be controlled, telling him only to be good, that his parents love him only if he is good, they only force him to play out his feelings in other places, in the school, on the playground, and bring him into trouble, or they force him to drive his feelings underground, to cause him later difficulty. The home is the place for the little child to express himself, where he has the help and restraint of those who love him. Restraint and freedom can best be balanced and expressed in the family, where there is forgiveness, and where there is always the help that the child needs in order to take the next step in growing up.

All of these ways of helping children to get along and get ahead grow out of relationships — the feeling of parents for their children and of children for all the members of the family, the feeling that binds people together to work in fairness and friendliness, whether the group be as small as the family or as large as the world.

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Moral and Spiritual Values Today

G. BROMLEY OXNAM
Bishop of the Methodist Church

THE major spiritual needs of our high-pressure world are reverence for God, reverence for life, reverence for truth.

I am assuming God. I know there may be some who find it difficult to accept the idea that there is purpose written into the nature of things. There are those who would like to believe, but they cannot.

My own father was a mining engineer, and his work took him everywhere. There was one thing I knew about him: No matter how many thousands of miles separated us, my father was for me. I don't mean he approved of everything I did. Not at all. He made that abundantly clear at times. But I knew that I could count on him, that he wanted the best for me, that he was always ready to forgive me, that he would do what he could for me. He was my father.

Jesus of Nazareth and the great prophets of Israel had the audacity to say that the universe is like that, that there is One who cares, that there is One to whom we may turn, One who understands and is ready to forgive. This reverence for God has much to do with the question of facing today's problems.

Reverence for God has a fundamental place in an hour of this kind when tensions are all about us. What has this to do with the home? I am not suggesting that we bring some precept into a home and think that we can understand God by the repetition of precept. I know perfectly well that we cannot bring this reverence into the home by sending the child to a church school on Sunday and staying home ourselves to read the morning newspaper. There is a contradiction in this situation. When a child lives in a home where the great classics of religion are so read that the fact of God is simply taken for granted, this reverence becomes a part of his experience. The child who knows that the universe is friendly, that there is a law with which he can work, finds some release from tension.

Albert Schweitzer has projected his entire ethical system upon reverence for life. Life affirmation is a spiritual act. The man who has become a thinking being feels a compulsion to give to every will to live the same reverence for life that he gives to his own. The ethic of reverence for life is the ethic of love. Jesus of Nazareth believed that every individual was created by the Eternal and in His image, a being of infinite worth, a child of one father and a member of one family, a self-conscious personality, free to choose right and wrong, responsible, immortal.

Some time ago a group of scholars, educators, business men, and labor leaders said that reverence for life means a cooperative social order. They didn't mean that all the work should be done by cooperatives. They meant a society in which we learn how to work together. The cooperative social order is one in which the sacredness of every individual is recognized, in which everybody finds the opportunity for the fullest self-expression of which he is capable, in which impulses to creative action and service are stronger than the acquisitive impulses, in which all work is seen in terms of its spiritual significance as making possible a fullness of life for all men everywhere, in which our differences in talent mean proportionate responsibility to the common good, in which all the lesser differences of race, nation, and class serve to minister to the richness of an all-inclusive brotherhood, and in which there hovers over all a sense of reality of the Christlike God so that work may inspire service as service expresses brotherhood. When reverence for life comes into a home as a dominant principle, as the children grow they come to think of the worth of all.

Reverence for truth does not mean having a child write a hundred times, "Honesty is the best policy." It has to be demonstrable truth. I am wondering whether we can develop within our homes the unbiased approach to any problem, the undaunted pursuit of its solution in a true, scientific spirit until we evaluate an issue by whether or not it is in accord with the highest ethical idealism to which we give our minds and hearts. Reverence for truth means the willingness to face fact. The way to destroy democracy is to destroy the civil liberties upon which it rests. Can we understand that the totalitarian threat cannot be met successfully by individuals who adopt the totalitarian methods in order to meet it?

Reverence for God, reverence for life, reverence for truth are a threefold spiritual emphasis in an hour of tension. Our children can know that there is One who cares, that life is sacred, that truth must be pursued to discover the concrete means to translate ideals into actualities.

New Approaches to Old Problems

LAWRENCE S. KUBIE, M.D.

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THOUGHTFUL scientists and men of religion can have no real differences in their moral and spiritual goals; but they can legitimately differ about the methods of reaching these goals. Perhaps each can learn something by examining these differences.

In essence, the contribution that the psychiatrist and more particularly the psychoanalyst can make to this whole problem is his unrelenting questioning and studying of the efficacy of time-honored methods of moral, spiritual, and ethical education. First, however, the scientist always wants to know the facts. For instance, he wants to compare the moral and spiritual aims of children who have been brought up in religious homes with the aims of those from irreligious homes. Until we have such facts, speculation about causes is idle. Actually we do not know what part ethical instruction and/or religious faith play in the transmission of ethical standards.

In studying the techniques of moral education the analyst does not abandon moral goals and moral aims. He is not immoral merely because he does not moralize. Nor is he immoral because he knows that blind repression leads to neurosis. He is equally opposed to license and to asceticism, because he knows that both can be exploited by unconscious neurotic mechanisms in such a way as to destroy human values. But in opposing license he believes in conscious controls and not in blind repression. He also knows, of course, that the destructive neurotic needs of human beings can never be cured by giving in to them, any more than the world could cure itself of Hitler by appeasing him.

The psychoanalyst's approach to this problem is non-moralizing. He looks upon morality as a basic necessity of life, a necessity that arises out of the simple fact that human beings live together; and he knows that if they did not develop moral, ethical, and spiritual systems they would destroy one another. We are in danger of destroying the whole world today because our concept of morality has never gone beyond our relationships to those who are close at hand. But certainly without a system of morality we could not have progressed even to the degree of civilization and culture which we have reached today.

Thus the psychiatrist looks upon a moral and ethical system as a natural law, something that is obligatory in human relationships. Like all natural law, it is relative and not absolute, something to be studied and understood as all natural laws must be studied and understood. Therefore the psychiatrist looks upon a moral system not as divine in origin but as something that grows up out of the very necessities of life. This makes the psychiatrist relatively flexible in his evaluation of specific items in any moral code. In his effort to find a way toward the good life, he is willing to experiment continuously with each element in the moral code.

This also involves another change, an effort to get away from the old confusion between morality and ignorance. It is one of the tragedies of human life and of our whole culture that our conception of the good life has been linked to the idea that man should never admit what is deep in his own heart, that he should remain in ignorance about himself and about his own conflict-laden spirit and his more primitive impulses. This derives directly from the child's attitude toward anything he feels is bad: if you don't look at it, if you don't put it into words, then it is not there. Too many adults have retained the same unconscious premise. The result, of course, is a tragic paradox — namely, that an irresponsible man often knows more about himself and his inner drives than does a law-abiding citizen who should be the leader in moral development. And what we do not know about, we obviously cannot deal with effectively or creatively. An ethical movement that is to be more effective than wishful thinking must start with an unflinching study of all the hidden savagery of civilized man.

There is another new element in our approach to these problems which has to do with the genesis of moral difficulties. Over the centuries a man who did a bad act was regarded as a bad man. It was as simple as that. Or the idea may have been even more primitive. If a person did a bad act he was possessed by a devil, or else he was godless. If he was good, a good spirit was in him; a bad spirit was in him if he

was bad. More recently, in a first groping and ineffectual effort at a scientific approach to the problem, those who deviated from the moral code were referred to as moral imbeciles or as degenerates (as though behavior could be explained by calling it bad names).

We now look upon disturbances of moral behavior as the result of an imbalance between unconscious processes in the individual's make-up. The individual struggles with forces in himself of which he is not aware — forces that fail completely to respond to external experience, that are impervious to the influence of rewards, punishments, argument, and commendation, precisely because of the fact that they are unconscious. The individual struggles between unconscious compulsions and phobias, working out some kind of compromise between the two. But the compromise never reaches its goal and therefore repeats itself over and over again. Everyone has met this in dealing with children. We all know how much of a child's activity occurs in explosive episodes of compulsive behavior, the sources and objectives of which the child does not know. We know that when a child is dominated by unconscious forces our influence upon him is nil until we have in some measure at least brought the reason for his disturbances out into the light. What happens to a child in an obvious and transparent fashion, happens more obscurely in the lives of all of us. Where the roots of behavior are predominantly unconscious, that behavior remains unresponsive to every external influence that we can bring to bear upon it. That is one of the inescapable limits of any technique of moral and spiritual education which confines itself to dealing only with conscious goals and processes.

For centuries the tacit hypothesis of moral education has been, "Don't think about it." We try to make children *un*aware of the struggles that go on inside of them instead of trying to make them aware of such conflicts. Our idea is that there are things not only that one does not do, but also things that one does not even let oneself think about. Children catch on to this all too quickly, and soon do not let themselves think. The result is that they frequently go through life with buried feelings which could have been dealt with easily in their early years, but which grow in complexity and intricacy as the years go on. These buried constellations of thought and feeling continue to activate behavior; they produce the symptoms of the neurosis and the symptomatic acts which we call delinquency. Ultimately they determine man's relationship to man.

Therefore we must help children to live out these moral struggles in the full light of consciousness. We must discover how to help a child resolve those struggles in his early years so completely that there will be nothing left over to torment his later years. But we have not yet developed the necessary techniques; we are only beginning to be aware that this is the critical problem in moral and spiritual development.

Spiritual and religious education are often misused to make children bury even deeper the struggles which they ought to bring out into the open, so that they can deal with them unashamed and unafraid. Conscience itself can be distorted into a grotesque destructive implement in human life — so distorted that it makes a child afraid to face his secret, primitive, grasping impulses. That type of conscience stays with the child through his adult years, remaining as a destructive influence in his life.

This involves changes in our concept of moral responsibility. Certainly we do not want human beings to be irresponsible. We do not use unconscious motivation as an excuse for shirking responsibility. But it does make a difference in the way we deal with moral responsibility, a difference in which we are just beginning to catch up with the law courts. The courts have long made a distinction between premeditated and unpremeditated murder. They also take account of the fact that some crimes are committed as the result of what they call "irresistible impulses." When such a situation is transparent enough, we all recognize it.

What, finally, has all this to do with the techniques of moral and spiritual education? It is not always the person who is moral himself who succeeds in transmitting his moral principles to his own children. Conscience grows in subtler ways than that, partly by the unconscious identifications with grownups which children make when they are very small. The adult who is capable of building a certain type of warm, understanding relationship with a child has the gift of moral education whether or not he ever mentions morality or faith to the child, and irrespective of his own moral values.

Does this mean that our cultural and ethical and religious training has failed? This is a question about which every thoughtful educator and every thoughtful minister of every faith is thinking. It is especially important at this juncture of human history when there is such danger of our destroying ourselves. To say it is man who has failed is no answer to the

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Education for Today

ALGO D. HENDERSON

Associate Commissioner, The University of the State of New York, State Education Department

THE concept of democracy which is inherent in American idealism is that of making it possible for every individual to have equal opportunity in seeking the good things of life and to develop himself to the fullest extent of his potentialities. A correlative to that is the use of organizations, including government, as cooperative means of combining energies in working toward further human progress.

With this definition in mind, it is easy to see that the United States has done well with respect to education. The emphasis upon education in this country, based as it has been upon the principle that everyone is entitled to at least some education and that education is compulsory within certain age limits, has had profound results in terms of the progressive development of the individual personality and in terms of the advancement of the American standard of living. The compulsions arising because of the presence of this opportunity have also included the urge to attain white-collar status.

An interesting phenomenon of today is the tremendous increase in the number of young people who are entering college. The trend of enrollment in the colleges has been going steadily upward during the past fifty years and more. The total numbers in college before World War II had reached 1,450,000. During the postwar period, when the student body has included veterans, the total has increased by an additional million. Although the number of veterans will be declining rapidly, the rate of attendance continues to increase. The spread of low-cost public facilities is making it possible for hundreds of thousands of additional young people to attend. Estimates have been made that by 1960 the number of students in college will reach a figure of perhaps 3,000,000 and that eventually nearly half the population will have had one or more years in college.

Obviously, there will not be room in the traditionally high-prestige occupations for as many college graduates as we shall have. But if more of our young people are going to become educated in college, it is clear that this education must become applicable to a much wider occupational base than has been the case in the past. It is equally clear that students, parents, and teachers must conceive of education after high school as being not only relevant to a much wider occupational base but also valuable for more purposes than occupational training.

Fortunately, the occupational opportunities in our complex society have been continuously multiplying and becoming increasingly varied in type and more interesting in nature. For one thing, we have been developing a number of new professions, professions that are just as badly needed and are becoming just as respectable as the older prestige professions. In addition, developments in industry and agriculture create new jobs for which a college education provides an advantage. In the meantime, to a considerable degree in both industry and the professions, it has become less possible to give the employees the training that is needed to qualify them for the technical work they have to do. To an increasing extent, this has become the function of school and college.

There is a large area of semi-professional work which lies between that for which vocational training in high school is sufficient and that for which training in professional schools is essential. It becomes evident that here is an area of opportunity which has tremendous potentialities in terms of the numbers of college-trained persons who can be employed and in which highly interesting lives can be led.

In an increasingly complex civilization, the citizen of a democracy needs to possess more education than did the citizen in a simpler society. He needs much broader knowledge and skills with which to carry out his responsibilities. He must have knowledge and perspective relating to international affairs. He should have an understanding of racial, religious, and cultural similarities and differences and of the significance of these similarities and differences in relation to human understanding. He really should know something about economics, sociology, psychology, and art. It would often be advantageous if he knew more than one language. Considering the rapidity with which scientific developments are occurring, even the average citizen needs to have some comprehension of what is happening to society as a result of these discoveries. And, of course, a citizen who

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Grownups in the Making

MARGARET MEAD

Associate Curator, American Museum of Natural History

WHAT we do finally about the cultural forms of our own society lies in our own hands. This is particularly important today when the whole world is facing the fact that we are in a very crucial situation because our capacity to destroy has so far outrun our capacity to build.

Each society has determined in its own way the manner in which it will view human life — whether as a single life or as part of a cycle; and whether the most significant point in life will be childhood or middle age or old age or a combination of them. And upon the way in which a society phrases the whole cycle of life will depend the value given any particular period of that cycle.

One of the striking things that happened in this country, as we turned into a nation of people whose parents came from somewhere else, was the enormous valuation placed upon children. We have turned more and more toward caring about childhood as the most important point of life. This has had serious repercussions, because we have turned against the European picture that views childhood as a preparation for adulthood. We have turned more and more toward regarding childhood as a period that should be carefully considered, and is extremely precious. This is most desirable, but we have also turned more and more toward protecting children from any participation in life. Many people, for instance, think that children should not go to funerals. This is a very simple point, but an exceedingly diagnostic one. It means that we do not want our children to share in the whole of life, to come in contact with suffering and death. (Birth is a little more respectable nowadays, but not much!) It means that we want to shut them off into a false world, from which they have to emerge later with a violent shock.

Furthermore, we have so exalted this carefree-childhood position that we have built a society in which most adults wish they were still children. So we have to think of our society at present as virtually pivoted on adolescence, with an enormous emphasis on infancy and an elaborate attempt to care for infants in the best possible way, while middle age becomes either a period of serving children or a period of imitating youth.

But we carry some traces of past attitudes. We still say, "You are too old to do that any more." Now, every time we say that to a child, we devalue his childhood; we push him forward and we repudiate his past. We suggest that the child should put whatever he was behind him — get rid of it, repress it.

It is noteworthy that in the societies which pay the most attention to wanting children to be grown-ups — of which France is probably the great Western European example and China the great Eastern example — one of the ages adults find most difficult is little boys between six and twelve. Boys of this age don't know that they ought to want to grow up; they are not convinced that being grown-up is the most important thing in the world. They are exploratory, they are dirty — they are dirty in practically every society I have ever been in; but their dirtiness is more irritating to adults in the societies that are interested in having them be grown-up. It is difficult to value this period from six to twelve in a society that regards childhood as simply a rehearsal for adulthood.

One of the things a society can do with human dignity is to value each period in life on its own terms. The society in which I have worked which gives the most to each age is Samoa, where all children participate in work — not for the sake of their characters but because everybody works in order to get something done. The child is not trying to be an adult; he is living as a person at the same time that he is doing a particular job within his capacities. Samoa has in its system one drawback that we shall probably never suffer from: Samoans don't want anybody to hurry, and so they are ashamed of the child who is precocious, who grows too fast and gets ahead too quickly.

In our society we have a general theory that people don't learn much after the age of thirty or forty. Yet there doesn't seem to be any good reason why people cannot learn as long as they live. If the society believes this, people do learn. The people of Bali do not recognize that learning has anything to do with age. So in an orchestra, for instance, one instrumentalist may be five years old and another may be sixty.

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Parents' Questions

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Aline B. Auerbach.

My baby is sixteen months old and can feed herself quite nicely, but there are times when she just won't finish by herself. I am inclined to help her get through, but my friend says my daughter will never be independent if I keep on babying her. What should I do?

MRS. D. W. L.

Many parents feel confused because they are aiming at a variety of goals with their children. For example, they want children to be happy and satisfied, yet they also want to encourage children to grow up.

Independence is something you want to work toward, but it isn't something that can be accomplished all at once. Babies like yours — and in many ways sixteen-month-olds are still babies — move ahead unevenly, two steps ahead and one back, and then perhaps three steps forward again. The art lies in letting them work it out in their own individual ways. Give your baby the help you feel she needs, but don't force things — including food — on her when she's had enough. And be quick to let her take over again when she wants to. She'll gradually learn to be independent if you are alert to what she is really ready for, while at the same time you avoid pushing her into being on her own. She'll keep on doing more and more for herself if she gets the satisfaction of carrying things through in her own time.

What can we do to protect our children from continuous bombardment by radio and television? My eight-year-old rushes in from play to hear his favorite radio program (in his own room) and has this timed perfectly to get to the living-room television in time for an exciting western. From then on, for the rest of the evening, he gives split-second timing to his supper, homework, and practicing, sandwiched between television programs. Aside from the questionable value of so much machine-made entertainment, aren't this tension and lack of relaxation bad for him?

MRS. J. W. S.

The question you raise is one of the most urgent posed for parents by these modern entertainment devices. The tremendous pull of radio — and still more, of television — certainly cannot be managed by children without the guidance of adults. Our task is to help boys and girls budget their time and interest among the many things competing for their brief out-of-school hours. We have to help them accept — as we have learned to accept — the fact that "you can't have everything." Ask your child to choose a few favorite programs, whether on radio or television, and then plan the remaining time to allow for other activities, or for things he must get done, or for just a relaxed half hour in between.

You will have to begin with the premise that your son really does enjoy these programs, and probably is getting some satisfying experiences from them — adventure, hero-identification, or escape into an imaginary world, perhaps, which may have positive value for him. You will certainly want to introduce him to varied interests and activities, but you cannot always know what values he is finding for himself. Allowing for his present tastes and preferences, help him evaluate his activities and talk over with him the many things there are to do in the hours available, including such "musts" as homework, music practice, chores, etc.

Prohibitions and arbitrary time allotments may only increase the tension and make him feel resentful and deprived. Friendly cooperation, an invitation to regulate the matter himself, will probably be more helpful and will certainly do more to achieve that relaxation you rightly feel is important.

Our sixteen-year-old daughter, a junior in high school, has always been an excellent student who until recently planned to go to college. She has now lost interest in preparing for college, however, saying it no longer seems important to her because she plans to marry young and have a large family. How can we help her to see that college should come first?

MRS. P. C.

There may be deeper reasons, not easy to get at, for your daughter's resistance to college, other than the one she voices, and it's possible she may change her mind. But if you feel the reasons she gives are real, could you not help her to work out

a compromise that would both provide her with further formal education and utilize her interest in rearing a family? Leaders in the field of education as well as of mental health are stressing the importance of educating girls for marriage and motherhood. This kind of education is seriously neglected in many colleges and universities, where stress is often put on intellectual development rather than growth toward emotional maturity.

For many girls college is not the only answer. Or it may be that a junior college where homemaking courses are available would interest your daughter and at the same time make it possible for her to transfer later to a senior college if she finds that is what she wants at the time. She might accept such a plan now, since she would not thus be committing herself to four years beyond high school.

We would like to prepare our daughters for whatever eventualities life may bring, feeling safer if they are trained for a career other than marriage. But if we must choose, perhaps more emphasis put on preparation for the career of marriage and motherhood would reduce the failures and increase the self-confidence and satisfaction of young mothers in their important role as the pivotal center around which the family revolves.

How about pressures on parents? I have two children — one aged three; the other, nine months — and except for an occasional sitter, I do the whole job myself. My husband's wonderful about helping, but what with the older child having constant colds and the baby having sleeping difficulties (teething?), I'm always tired and — I might as well admit it — irritable. Pressure on me adds up to pressure on the children. But what to do about it?

Mrs. C. M. A.

Let's assume that you've done all you can in the way of labor-saving gadgets and organization. Diaper service, washing machine, etc., if you can manage the money for them, are certainly worth the price.

Often, fatigue and tension are due not just to the amount of work but to monotony and boredom. Use every ounce of ingenuity to bring variety into your life. You'll need adult companionship. If you're invited out and have no one to leave the children with, perhaps you can arrange to take them with you. They may sleep comfortably on your friends' bed while you play bridge. Invite your friends to your home in the evenings no matter how informally. If you've enjoyed an evening, you'll be less, not more, tired at eleven-thirty.

Get together with another mother who will take your children on for half a day, in exchange for your doing the same for her. Plan excursions on which you can take the children. This means providing ways for them to rest.

Grandparents and other older friends may be a great help if you have a really good relationship with them, and they can be a spiritual as well as a practical asset for the whole family, making for wider horizons all around.

Lastly, if you *can* make up your mind that this is the period of your life when you aren't going to do much else besides take care of your children, you *may* be able to relax and settle down to it. You may even find it rewarding in spite of the drudgery. This is more likely to be true if you take your role as educator seriously. This means becoming much more than nursemaid or playmate. It means observation, experimentation, learning about your children and yourself, and the satisfaction that comes from doing a good job.

NEW APPROACHES TO OLD PROBLEMS

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question. The goal of all educational and religious processes must be to make certain that man does not fail.

Clearly new techniques must be added to the older techniques of human salvation, techniques that can bring out into the open the unconscious aspects of personality which are the causes of man's failure. Blame is useless, whether it is blaming a culture or blaming a religion or blaming a human being. When an airplane crashes, it does no good to blame the law of gravity. It can do good to learn enough about the law of gravity to avoid a crash in the future. Similarly, it seems to me that our job is to develop techniques by which in infancy and early childhood the great moral struggles can be resolved in the full light of conscious awareness, so that we will not continue to carry forward into adult years so many irrational hatreds, envies, jealousies, and lusts. If psychiatry, and more particularly analytical psychiatry, ever succeeds in doing this for humanity, then it will have played its historic role in the growth of human culture and in the development of the human spirit.

Suggestions for Study Groups

This outline is based on the articles in this issue and is offered as a guide to readers who wish to use CHILD STUDY as source material for group study and discussion. The department is edited by Margaret Meigs.

Background for Discussion

Our high-pressure world, those who spoke at the Annual Conference of the Child Study Association agree, is one in which our ineptitude in dealing with the human and the spiritual makes sorry contrast with our knowledge and skillful handling of the material, physical universe. In this disparity lies one source of present-day tension. Even where we function at our best in bringing modern science to bear on the problems of health, education, and welfare, "too few," reports Dr. Leona Baumgartner, "get the benefit of our knowledge." Our goals are those of material success, and yet these are unattainable to many and are also often at variance with our religious and moral teachings and with the spiritual needs of man, as Professor Clyde Kluckhohn and Bishop G. Bromley Oxnam stress. Dr. Lawrence S. Kubie reflects that we maintain the harmful fiction of success in the sphere of conduct by ruling out of consideration facets of human personality and facts of development which do not fit into our scheme of moral values. We need to develop new techniques for coming to terms with these unruly facts so that we may substitute conscious control for unconscious repression. Also, looking at our system of values, anthropologist Margaret Mead finds that our civilization places a very high valuation on adolescence and points out that wholesome expression of personality is therefore impaired, since the desirability of one stage of development is maintained at the expense of the others.

These are some of the pressures and tensions of the outside world. To cushion its shocks the child has its family (and to a certain extent, as Helen Ross avers, the parents have their children). Parents can create the aura of security which enables the young child to gain the emotional strength to bear these tensions and confusions. It is within the protective understanding of the family that the new approaches to moral education referred to by Dr. Kubie can be developed. The family is the place, says Miss Ross, where the child can safely be "bad," where primitive impulses can be expressed with least danger and so brought under control. But we have also seen that the family can serve not only as a cushion against pressure but also as a powerful creator of additional tension. Here is another area in which we need greater knowledge.

Several of the authors in this and other issues of CHILD STUDY look to courses in parent education as one important means of helping adults to discharge their parental responsibilities more wisely. But we cannot say that education is the answer any more than we can say the family is. Educator Algo D. Henderson points out that advances in the spread of educational opportunities have not been matched by advances in our ability to use those opportunities effectively. Further tensions have arisen from the fact that often an individual is, so to speak, educated *out of* rather than *into* the range of his vocational opportunities. Though Mr. Henderson does not mention it here, this is an often discussed predicament of the "educated" housewife and mother.

We have, then, a picture of the modern world in which our very finest achievements contain the elements of our most profound problems. These problems lie chiefly in the field of human relations and development. Against the tensions and pressures of the world still stand the age-long values of affection and mutual respect and the wisdom of the spirit that looks beyond the immediate and material.

To Discuss

Discuss ways in which the family is the child's source of protection against the tensions of the outer world and the ways in which the family can aggravate these tensions. Why is it that most welfare institutions prefer to see a child brought up in a less than perfect home rather than in a model institution?

Miss Ross sets it as the parents' responsibility to mediate between the child and the inconsistencies and tensions of modern society. How is this to be achieved by parents who themselves feel hard-pressed by these same tensions? What help does your community offer these parents?

Miss Ross describes a tendency of some parents to force their children to make important decisions before they are ready for this responsibility. Discuss kinds of decisions it is appropriate to ask children to

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Books of 1949

For Parents, Teachers and Professional Workers in Social Work, Child Guidance and Family Relations

Selected by the Bibliography Committee of the Child Study Association of America
Jean Rex, Chairman

This list is an annual supplement, designed to be used in conjunction with *The Parents' Bookshelf*, a short comprehensive list, and *The Child, The Family, The Community*, an extensive bibliography which was published in the spring of 1947 and which re-evaluates the literature of the last two decades in this field.

ADOLESCENCE: Its Social Psychology. *C. M. Fleming. International Universities Press, 1949. 262 pp. $4.50.*

A scholarly English summary of recent research in the various human sciences that contribute to a more complete understanding of the nature and needs of adolescents.

ADOLESCENT CHARACTER AND PERSONALITY. *Robert J. Havighurst and Hilda Taba. John Wiley & Sons, 1949. 315 pp. $4.00.*

A challenging study of adolescent youth in a typical midwestern town, which describes and evaluates the relation of character, personality, and the social environment.

BABY IS BORN, A: The Story of How Life Begins. *Milton I. Levine, M.D., and Jean H. Seligmann. Simon & Schuster, 1949. 54 pp. $.50.*

A warm and simple explanation of the facts of birth, for children from 6 to 10.

BEFORE YOU MARRY. *Sylvanus M. Duvall. Association Press, 1949. 171 pp. $2.50.*

A simple question-and-answer discussion of the choice of a marriage partner and the building of a successful marriage. The sound personalized approach should give insight to those considering marriage.

BOOK OF CAMPING, THE: Camping Essentials for the Leader. *Robert Rubin. Association Press, 1949. 152 pp. $2.00.*

A simple guide to camping, covering many aspects of camp housekeeping, programs, administration, and leadership.

CHANCE TO BELONG: Story of the Los Angeles Youth Project 1943-1949. *Duane Robinson. The Woman's Press, 1949. 173 pp. $5.00.*

Shows how all volunteer and professional community resources can be utilized to meet the needs of young people in their own neighborhood groupings.

CHANGING ROLE OF HIGHER EDUCATION, THE. *Oliver C. Carmichael. The Macmillan Co., 1949. 102 pp. $1.75.*

An assessment of higher education, past and present, examining its changing role in American life today, challenged by the tremendous growth in enrollments.

CHILDHOOD AND AFTER: Essays and Clinical Studies. *Susan Isaacs. International Universities Press, 1949. 245 pp. $4.50.*

A posthumous collection of papers written from 1928 through 1945, dealing with the application of psychoanalytic knowledge to the education of young children.

CHILDREN DISCOVER ARITHMETIC. *Catherine Stern. Harper & Bros., 1949. 295 pp. $4.50.*

A novel presentation of basic concepts and processes of arithmetic, with a description of methods and materials developed by the author.

CHILDREN IN CONFLICT: Twelve Years of Psychoanalytic Practice. *Madeleine L. Rambert. International Universities Press, 1949. 214 pp. $3.25.*

An interesting presentation of the goals and techniques of a French therapist's method of child analysis, with rich material on the deeper motivations of children's behavior. For readers with considerable background.

CHILDREN KNOW THEIR FRIENDS. *Ruth Wendell Washburn. William Morrow & Co., 1949. 192 pp. $2.50.*

A pleasant approach to children's learning and growing and the parents and teachers who work with them, based on the author's wide experience.

COLLEGE TEACHING AND COLLEGE LEARNING: A Plea for Improvement. *Ordway Tead. Yale University Press, 1949. 54 pp. $2.00.*

A challenging plea for higher standards of college teaching, made with a keen recognition of the benefits to society of a better educated group of college graduates.

DEATH BE NOT PROUD. *John Gunther. Harper & Bros., 1949. 261 pp. $2.50.*

An understanding father lives through his son's last illness, revealing his own and the boy's growth and courage in the face of death.

DYNAMIC APPROACH TO ILLNESS, A: A Social Work Guide. *Frances Upham. Family Service Association of America, 1949. 200 pp. $3.00.*

A thoughtful discussion of the interaction of physical, emotional, economic, and social factors in the etiology and treatment of illness, and the social worker's role in helping patients and their families.

ELMTOWN'S YOUTH: The Impact of Social Classes on Adolescents. *A. B. Hollingshead. John Wiley & Sons, 1949. 480 pp. $5.00.*

A picture of American small-town youth in school and at home, emphasizing the part the class system plays in their behavior.

EMOTIONAL DISORDERS OF CHILDREN: A Casebook of Child Psychiatry. *Gerald H. J. Pearson, M.D. W. W. Norton & Co., 1949. 368 pp. $5.00.*

A thorough presentation, psychoanalytically oriented, of the clinical problems and psychodynamics of children who suffer from neuroses, character disturbances, and psychoses, and of their diagnosis and treatment. Primarily for professional workers.

FAMILY IN A DEMOCRATIC SOCIETY, THE: Anniversary Papers of the Community Service Society of New York. Vol. I. *Columbia University Press, 1949. 295 pp. $3.75.*

These thoughtful papers cover many aspects of family life, including economic and social factors, health, nutrition, education, special problems of adolescence, and the roots of hostility and prejudice.

FORTY-FIVE IN THE FAMILY. *Eva Burmeister. Columbia University Press, 1949. 247 pp. $3.25.*

A warm and inspiring story of an institution for children in which the best precepts of child care are carried out with love and understanding.

HANDBOOK ON HUMAN RELATIONS, A. *Everett R. Clinchy. Farrar & Straus, 1949. 146 pp. $2.00.*

A primer of facts on racial and religious differences, with a realistic discussion of the enormous cost to society of prejudice and a practical program for its cure.

HOW SECURE THESE RIGHTS? Anti-Semitism in the United States in 1948. An Anti-Defamation League Survey. *Ruth G. Weintraub. Doubleday & Co., 1949. 215 pp. $2.00.*

A documented report of present-day anti-Semitism and its relation to civil rights.

HOW TO BE HAPPY THOUGH YOUNG. *George Lawton. Vanguard Press, 1949. 300 pp. $3.00.*

Questions on a wide range of personal problems, culled from letters sent to *Scholastic Magazine*, soundly and sympathetically answered by a psychologist in a book for older teen-agers and their parents.

HUMAN GROWTH: The Story of How Life Begins and Goes On. *Lester F. Beck. Harcourt, Brace & Co., 1949. 124 pp. $2.00.*

Based on the recent film, "Human Growth," this is a simple, direct story of human reproduction for children 12 and over.

IMPROVING HUMAN RELATIONS IN SCHOOL ADMINISTRATION. *Wilbur A. Yauch. Harper & Bros., 1949. 299 pp. $3.50.*

An interesting, practical guide for school administrators, which stresses the opportunity for democratic leadership within the school system.

JUVENILE DELINQUENCY. *Paul W. Tappan. McGraw-Hill Book Co., 1949. 613 pp. $5.00.*

A consideration of the nature and causes of delinquent behavior, the development and role of juvenile courts, and various methods of treatment and prevention.

KILLERS OF THE DREAM. *Lillian Smith. W. W. Norton & Co., 1949. 256 pp. $3.00.*

A moving indictment of the prejudices of the white race, which are destroying our dream of a civilized world.

MALE AND FEMALE: A Study of the Sexes in a Changing World. *Margaret Mead. William Morrow & Co., 1949. 477 pp. $5.00.*

An anthropologist's analysis of cultural pressures and their different impacts on sex roles and the family, drawn from her experience on the American scene and research in the South Seas.

MANUAL FOR BABY SITTERS, A. *Marion Lowndes. Little, Brown & Co., 1949. 168 pp. $2.00.*

Simple, effective information, helpful for parents and sitters, on safeguarding the baby.

MARKET FOR COLLEGE GRADUATES, THE. *Seymour E. Harris. Harvard University Press, 1949. 207 pp. $4.00.*

A challenging study of the economic status, both past and present, of college graduates, showing the relation between the college population and the labor market and refuting the belief that a college education pays in increased earning power.

MATURE MIND, THE. H. A. Overstreet. *W. W. Norton & Co., 1949. 295 pp. $2.95.*

A revealing analysis of the development of personality in the individual and in his society, pointing out the need for maturity in dealing with the tensions and conflicts of our time.

MENTALLY ILL IN AMERICA, THE: A History of Their Care and Treatment from Colonial Times. *Albert Deutsch. Columbia University Press, 2nd edition revised and enlarged, 1949. 555 pp. $5.50.*

An important comprehensive history of the treatment of the mentally ill, which includes a review of recent trends that militate toward prevention as well as toward better treatment of mental diseases.

MIRROR FOR MAN: The Relation of Anthropology to Modern Life. *Clyde Kluckhohn. Whittlesey House, 1949. 313 pp. $3.75.*

A thoughtful discussion of the contribution to society of anthropology, which "holds up a great mirror to man and lets him look at himself in his infinite variety."

MORE ABOUT PSYCHIATRY. *Carl Binger, M.D. University of Chicago Press, 1949. 101 pp. $4.00.*

The psychoanalytic approach in a collection of lectures and articles stimulating lively interest in our responsibility to work together for better mental health.

PARENT AND CHILD. *Catherine Mackenzie. William Sloane Associates, 1949. 341 pp. $2.95.*

Based on the late author's valuable columns in *The New York Times*, this book interprets with balance and humor the best current findings on child development, parent education, and family life.

PROBLEM DRINKER, THE. *Joseph Hirsch. Duell, Sloan and Pearce, 1949. 211 pp. $3.00.*

A simple and understanding discussion of the alcoholic as a sick person in need of medical, social, and psychiatric services. Explores the present status of research, treatment, and sources of help.

PSYCHOANALYTIC STUDY OF THE CHILD, THE. Vols. III, IV. *Anna Freud, Heinz Hartmann, M.D., and Ernst Kris, editors. International Universities Press, 1949. 493 pp. $10.00.*

Technical papers on problems of child development, education, and guidance, reported from the psychiatric and psychoanalytic viewpoint. For the professional worker.

PSYCHOLOGICAL PROBLEMS IN MENTAL DEFICIENCY. *Seymour B. Sarason. Harper & Bros., 1949. 366 pp. $5.00.*

A detailed and authoritative evaluation of current psychological theories and practices in the field of mental deficiency, with emphasis on therapeutic procedures. Important for professional workers.

PUNISHMENT WITHOUT CRIME: What *You* Can Do About Prejudice. *S. Andhil Fineberg. Doubleday & Co., 1949. 337 pp. $3.50.*

A frank and realistic discussion of racial prejudice, indicating what the individual can do, through his daily living, to help overcome it.

RACE RELATIONS IN A DEMOCRACY. *Ina Corinne Brown. Harper & Bros., 1949. 205 pp. $3.00.*

A penetrating discussion, sponsored by the Bureau for Intercultural Education, of the problem of Negro-white relations in the United States, concluding with a statement of the forces at work to assure the consistent democratic treatment of Negroes in our society.

READING IN AN AGE OF MASS COMMUNICATION. *William S. Gray, editor. Appleton-Century-Crofts, 1949. 108 pp. $1.50.*

A thoughtful report of the Committee on Reading at the Secondary School and College Levels, of the National Council of Teachers of English, evaluating the many aspects of reading which make it a creative, educational experience in contemporary life.

SEARCHLIGHTS ON DELINQUENCY: New Psychoanalytic Studies. *K. R. Eissler, M.D., editor. International Universities Press, 1949. 456 pp. $10.00.*

This collection of papers on many aspects of juvenile and adult delinquency, dedicated to Professor August Aichorn, provides a rich source of information for the professional worker.

SOCIAL WORK AS HUMAN RELATIONS: Anniversary Papers of the New York School of Social Work and the Community Service Society of New York. Vol. II. *Columbia University Press, 1949. 296 pp. $3.75.*

A collection of provocative papers that deal with planning and training to provide broader ways and new means of helping people in today's world.

SUPERVISION OF GROUP WORK AND RECREATION. *Hedley S. Dimock and Harleigh B. Trecker. Association Press, 1949. 280 pp. $4.50.*

An inspiring manual for supervisors of young people's groups of all kinds, based on the concept of growth through group experience.

TEACHING CHILDREN TO READ. *Fay Adams, Lillian Gray, and Dora Reese. Ronald Press, 1949. 525 pp. $4.00.*

An understanding and sympathetic book on modern methods for the teaching of reading, designed as a text for classroom teachers but also of interest to parents.

THERAPEUTIC GROUP WORK WITH CHILDREN. *Gisela Konopka. University of Minnesota Press, 1949. 134 pp. $2.50.*

A report of the author's brief yet rewarding work with two groups of emotionally disturbed children, important as a demonstration of the possibilities of therapeutic group work.

TOWARD BETTER RACE RELATIONS. *Dothory Sabiston and Margaret Hiller. Woman's Press, 1949. 197 pp. $2.50.*

An honest presentation, assembled as an interim report, of the progress of the Y.W.C.A. program from segregated to interracial practices.

TRAINING IN COMMUNITY RELATIONS: A Research Exploration Toward New Group Skills. *Ronald Lippitt. Harper & Bros., 1949. 300 pp. $3.50.*

An experiment in training community leaders to deal with problems of intergroup relations. Valuable source material for understanding the dynamics of how people work together as well as why they fail.

VOLUNTARY PARENTHOOD. *John Rock, M.D., and David Loth. Random House, 1949. 308 pp. $3.00.*

A source of present-day knowledge of fertility and sterility, showing how parenthood may be achieved and how it may be regulated.

WOMEN IN MARITAL CONFLICT: A Casework Study. *Florence Hollis. Family Service Association of America, 1949. 236 pp. $3.50.*

This thoughtful study of 100 families selected from eleven family service agencies throws light on the dynamics of marital disharmony and discusses the possibilities of treatment in the casework setting.

YOUR CHILD IS AN ARTIST. *Arthur Zeidenburg. Grosset & Dunlap, 1949. 192 pp. $3.95.*

This charming illustrated volume gives adults insight into the art expression of children from school age on. Most helpful to parents and teachers who already realize that for children art should be fun.

YOUR CHILD MAKES SENSE: A Guidebook for Parents. *Edith Buxbaum, with a contribution by Florence L. Swanson, M.D. International Universities Press, 1949. 219 pp. $3.25.*

A valuable study of the child's development, written from the psychoanalytic point of view. In spite of its general title, the reader will need considerable background in order to relate the clinical material to problems met by the average parent.

YOUR CHILD OR MINE: The Story of the Cerebral-Palsied Child. *Mary L. Burton and Sage Holter Jennings. Coward-McCann, 1949. 64 pp. $1.25.*

An encouraging, straightforward discussion of children with cerebral palsy, their difficulties, and new methods of help.

EDUCATION FOR TODAY

(*Continued from page 75*)

wishes to perform his role as a civic participant or leader should understand history in order to be able to draw upon the wisdom of past experience in connection with courses of action and standards of conduct.

Having achieved in this country great material wealth and a relatively high standard of living, the next logical step is to improve our cultural life, to enable greater numbers of persons to participate in a good cultural life, and to make possible a more genuine sharing in the material benefits that flow from our production. As one of the means in the fulfillment of our democratic ideals, we need to bring about a considerable re-orientation of youth respecting their job ambitions and their life aims. This adjustment in American thinking is a process that needs to begin in early childhood.

COMING IN FALL ISSUE

The next issue of CHILD STUDY will be published in September, and the subject will be "Critical Times in a Child's Life." Among the authors will be Jules V. Coleman, M.D., Margaret S. Mahler, M.D., and Peter B. Neubauer, M.D.

Book Reviews

Child Growth and Development. *By Elizabeth B. Hurlock, Ph.D. Whittlesey House, New York, 1949. 374 pp. $3.50.*

At first glance, this book by a child psychologist who has written extensively for the general public appears well designed to help parents of preschool children. It is easy enough to read. It contains many good pictures of charming and joyous children. It covers the standard topics, from something every expectant mother should know and do to the problems of discipline and personality. It gives some evidence of the author's acquaintance with recent general and technical literature. . . .

Although the author pays her respects to modern science for its great contributions to our understanding of human nature and human behavior, she remains rooted in old concepts and assumptions. In 1949 we should expect of such a book at least an introduction to newer understandings. For example, the idea that human conduct is not entirely determined by deliberate thought or purpose; we have learned a great deal about unconscious feelings as sources of action. Yet this book takes us back to the time when training (or "education" generally) was solely on an intellectual level — a matter of breaking "bad" habits and cultivating "good" ones. . . .

Today, more and more parents are learning to take for granted the role of the emotions in the development of personality, in learning, and in making adjustments or failing to. Satisfactions or dissatisfactions result from whatever the child does; but they also shape his attitudes. Parents are increasingly concerned with developing in their children healthy attitudes of security and self-confidence, of regard and consideration for others, of responsibility and integrity. They find that the "habits" are chiefly important as indications of adjustments and attitudes, rather than by themselves. Of this revolutionary change in our thinking during the past few decades, the reader would hardly find a hint in *Child Growth and Development.*

We generally accept the fact of individual variation among human beings. The baby is from the first a distinct person with his own impulses and needs which we have to consider in our efforts to nurture and train him. The author speaks of such variations, yet she offers schedules for the child's

(*Continued on page 84*)

INTERNATIONAL UNIVERSITIES PRESS

THE PSYCHOANALYTIC STUDY OF THE CHILD
VOL. III/IV.
Anna Freud, Heinz Hartmann, M.D., Ernst Kris, Ph.D., Managing Editors
$10.00

YOUR CHILD MAKES SENSE
A Guidebook for Parents. By Edith Buxbaum, Ph.D. Foreword by Anna Freud
$3.25

CHILDREN IN CONFLICT
From Twelve Years of Psychoanalytic Practice. By Madeleine L. Rambert. Preface by Jean Piaget
$3.25

CHILDHOOD AND AFTER
Essays and Clinical Studies. By Susan Isaacs, D.Sc.
$4.50

THE FEMININE CHARACTER
History of an Ideology. By Viola Klein, Ph.D.
$3.75

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BOOK REVIEWS

(Continued from page 83)

feeding and sleeping and playing with an excited urgency to adhere closely to the routine. She warns of dire consequences from deviating. Look out against letting holidays strike the baby as different from other days! This kind of teaching must arouse distressing anxiety in mothers who are forced by emergencies to change their babies' schedules.

This book gives no intimation of the many successful demonstrations, over the years, of children developing their own "schedules" and even determining their own diet, resulting in healthy appetites, to the great relief of the parents. Certainly many mothers will want help in preventing or correcting "bad" eating habits, sleeping habits, or toilet habits; but the rules here offered disregard entirely the emotional implications. . . .

The author develops a formal and rigid conception of discipline as a scheme for penalizing conduct that we disapprove with hurts, penalties, or privations. She cautions the reader that while discipline naturally involves punishment, "punishment is not all there is to discipline," especially in the case of young children. For them, training to obey "is paramount," but rewards also have their place. . . .

Even in some of the "physical care" details, the book is not as modern as it might be. "Weaning the child before summer" has long since ceased to be an advantage. With modern protection of food and pasteurization, weaning is determined by the child's development and needs, not by the season.

There are some rather sweeping generalizations that are hardly supported by the facts. "Few young children escape the habit of nail-biting." Nothing is said about a widespread source of parental concern, sex, and the attitudes of parents as a factor in children's own understanding and attitudes. . . .

What mothers need more than another book is some clue to reconciling the conflicting counsel from many schools of thought. This need the present book does not meet in the text; and its booklists add to the confusion. Most of the references given at the ends of the several chapters belong to the older schools and many of them are too technical for the lay reader. The more comprehensive bibliography at the end is an uncritical listing of books from divergent points of view, without any comments or any suggestions whatever as to their special values. A parent taking any one of these books at random is likely to run into flat contradictions of what the author undertakes to teach. A really modern feature is a list of motion picture films helpful for understanding the topics discussed.

According to the author's own criteria, *Child Growth and Development* hardly meets the recognized needs of parents for a new book on child development.

SIDONIE M. GRUENBERG

This is part of a review that will also appear in *The Saturday Review of Literature.*

ADOLF MEYER, M.D.
1866-1950

THE Child Study Association of America lost an enthusiastic and beloved friend with the death of Dr. Adolf Meyer in Baltimore on March 17. For many years a member of the Advisory Board of the Association, Dr. Meyer made innumerable contributions to its work. In addition to speaking at its meetings, writing for the magazine, and preparing a chapter for the symposium *Our Children,* Dr. Meyer never spared himself in conferring with the officers and staff of the Association.

At a testimonial dinner given in 1937 by his friends and associates, Dr. Meyer was acclaimed as "a great humanitarian" and "the architect of the cathedral of psychiatry." He was a pioneer in many respects, one of which was in leading the way to the recognition of the value of voluntary agencies such as the Child Study Association in the field of mental health. This reflected his profound interest in mental hygiene, in psychiatric aspects of education, and in social service problems. Dr. Meyer was one of the founders of the National Committee for Mental Hygiene and served as president of the American Psychiatric Association, the American Neurological Association, and the American Psychopathological Association.

Born near Zurich, Switzerland, September 13, 1866, Dr. Meyer studied at the University of Zurich and did postgraduate work at the Universities of Paris, London, Edinburgh, and Berlin. He held honorary degrees from numerous others, including Yale, Harvard, Clark, and the University of Chicago.

In 1910 Dr. Meyer become professor of psychiatry at Johns Hopkins University, and on its founding in 1912, director of the Henry Phipps Psychiatric Clinic at Johns Hopkins Hospital. After his retirement in 1941, Dr. Meyer continued to write until he became ill two years ago.

Children's Books

NATURE, SCIENCE AND HOBBIES

VACATION reading, to make the summer holidays richer, will surely include some books that may lure young readers out of doors for a closer acquaintance with nature. Among the season's new books we find many suggesting things to do, inviting experiments and investigation indoors and out, and extending hobby interests for leisure hours.

Wild Life and Nature

For the child whose interest is just beginning — at five or six or seven — the always happy collaboration of Alice Gall and Fleming Crew presents a little volume of eight gentle nature stories, with Nils Hogner's appealing illustrations, *Here There and Everywhere* (Oxford). For somewhat older children, *In Woods and Fields,* written and illustrated by Margaret Waring Buck (Abingdon-Cokesbury, paper- and cloth-bound editions), offers an intriguing approach. Here, in seasonal rotation, small animals are studied in relation to the plant, bird, and insect life around them. At ten or older, many readers will be thrilled to discover in *Animal Weapons,* by George F. Mason (Morrow), how animals defend themselves and attack their enemies. This is another in an engrossing series about little-known characteristics of a variety of creatures.

Three superb bird books are new this spring. The first is an edition of *Audubon's Birds of America* (Macmillan). More than a handbook, this collection of now classic pictures has an illuminating introduction and notes by Ludlow Griscom, chairman of the board of the National Audubon Society, and will be a treasured possession of today's enthusiasts. On the other hand, John Kieran's *An Introduction to Birds* (Garden City) is designed to be used for identification. The appearance and habits of one hundred birds are described in the characteristically informal style of this well-known bird-watcher. A notable bargain in this field is *How to Know Birds,* by Roger Tory Peterson (paper, Mentor; cloth, Holt), an authoritative guide to a large variety of birds, which has just won the John Burroughs Award. All of these books are amply provided with identifying pictures.

For those who expect to spend holidays at seaside or lakeside, there are varied offerings to fit the locale. A comprehensive picture is to be found in *Sea and Shore,* by C. J. Hylander, well known for his stories for boys (Macmillan). *Strange Sea Life,* by Gladys Vandy Robertson and Vera Graham (Holt), in simple chapters tells of shellfish, eels, sponges, and other interesting sea inhabitants. Two small books by Leon A. Hausman, *Beginner's Guide to Seashore Life* and *Beginner's Guide to Fresh-water Life* (Putnam), describe and picture many more species in alphabetical sequence.

Coming up on shore with the amphibians, *Frogs and Toads* and *Snakes,* both by Herbert S. Zim (Morrow), provide in clear pictures and large print facts that will interest boys and girls as young as seven and their parents as well. *Sphinx,* written and illustrated by Robert M. McClung (Morrow), presents in simple, scientific, and graphic style the life cycle of a sphinx caterpillar. Another fascinating introduction to the insect world, its homes, habits, friends, and enemies, is presented in *The First Book of Bugs,* written and illustrated by Margaret Williamson (Watts). An old friend to be welcomed back by new naturalists is J. Henri Fabre's *Insect Adventures* (Dodd, Mead), clearly and entertainingly retold for young nature lovers by Louise Seymour Hasbrouck.

Readers whose chief interest is in the flora surrounding the wild life so far discussed will find three good tree books. *Trees of the Countryside,* by Margaret McKenny (Knopf), is light enough to be carried as a guide yet solid enough for home reference. Page-sized lithographs by Alice Bird are augmented by border drawings of descriptive detail. Remarkable values are the *Red Book of Trees* and the *Blue Book of Trees,* written by P. J. Van Melle and illustrated by Rudolf Freund (Whitman), pocket-sized and indexed for convenient use.

Wild flowers are the subject of two excellent guides. *Flowers,* by Herbert S. Zim and Alexander Martin (Simon & Schuster), has a brief section on flower parts, and attractive colored illustrations. In the same series as the Peterson bird guide is *How to Know the Wild Flowers* (paper, Mentor; cloth, Holt). This is written by Alfred Stefferud, editor of the yearbook of the United States Department of Agriculture, and is provided with pictures in color by Sidney Horn. A section on transplanting to a

home garden will be welcomed by young botanists.

Perhaps I'll Be a Farmer, by Ray Bethers (Aladdin), further emphasizes man's possible contribution to nature. It describes the how and why of farming, with emphasis on conservation, and discusses how soil is formed and preserved.

Man becomes a spectator again when we take the point of view of Jerome S. Meyer's *Picture Book of the Earth* (Lothrop), which is a simply told story of mountains, glaciers, oceans, and other natural formations.

A fiction title not to be missed by nature-loving children of ten to twelve is *Tophill Road,* by Helen Garrett (Viking), in which authentic nature lore is woven into a delightful account of a city family that moves into a backwoods world. Especially valuable, too, for the child who is going to camp for the first time is a blithe but informative "guide to good camping" titled *Going to Camp,* by Helen L. Beck (Stephen Daye), which will give him a happy picture of how to prepare for camp and what to expect.

Hobbies, Experiments and Science

For those who seek other activity suggestions for summer days, a fine over-all introduction is presented in *Here's Your Hobby* (Knopf). Written and illustrated by Harry Zarchy, here are ideas young enough for nine-year-olds, yet some run the gamut to the beginnings of adult interests. This is a practical, trustworthy book.

Special hobbies, identified in the titles, are treated separately in the following volumes: *The Boy's Complete Book of Fresh and Salt Water Fishing,* by Oliver H. P. Rodman and Edward Janes (Little, Brown), makes clear to beginners as well as to experienced fishermen techniques in the art of angling. *Play with Plants,* by Millicent E. Selsam (Morrow), suggests simple experiments in home planting which will provide fun and interest for eight- to twelve-year-olds. *Experiments with Electricity* and *More Experiments in Science,* by Nelson Beeler and Franklyn Branley (Crowell), give easy demonstrations of electrical and other types of scientific principles. Explicit directions are included for experiments that use available materials.

Finally, this listing should include a book that will be treasured because it may help to provide a beloved companion. In *A Pet Book for Boys and Girls* (Scribners), Alfred Morgan brings humor and rich experience to information about the acquisition and care of many kinds of pets.

Cornelia Ernst Zagat
Nora Kramer
For the Children's Book Committee

SUGGESTIONS FOR STUDY GROUPS

(*Continued from page 79*)

make. What happens when children are not given gradual training in making decisions?

Dr. Kubie says that we make a mistake in trying to "make children unaware of the struggles that go on inside of them." How can we best help children face their problems?

Discuss discipline, punishment, rewards in the light of this issue of the magazine.

What changes can be made in educational programs in your locality to bring what the schools offer more into harmony with the needs of children and adults in your community? In the country generally?

Discuss Margaret Mead's contention that we value childhood highly, devalue middle age, and seriously undervalue old age. How does "No Children or Dogs" on for-rent notices fit in with this?

Can we let our children "share in the whole of life, come in contact with suffering and death" without having them overwhelmed by the experience? In this connection see last year's Children's Book Committee Award winner, *The Wave,* by Pearl S. Buck.

Evaluate services in your community in terms of Dr. Baumgartner's article. Remember her conclusion: "None of these efforts mean much if they do not lead to action." What can your group do?

To Read

Gruenberg, Sidonie Matsner. *We, The Parents.* Harper, Rev. Ed., 1948.

Levy, John, and Munroe, Ruth. *The Happy Family.* Knopf, 1938.

Staff of the Child Study Association of America. *Parents' Questions.* Harper, Rev. Ed., 1947. Chapters 8, 10.

Wolf, Anna W. M. *The Parents' Manual.* Simon & Schuster, 1941.

Articles in Child Study

Dubo, Sara and Gruenberg, Ernest M. *A Child Goes Forth.* Winter, 1947-48.

Eisenbud, Jule. *Hate in Fancy Clothes.* Winter, 1948-49.

Spitz, René A. *Emotional Growth in the First Year,* Spring, 1947.

Strang, Ruth. *Your Child's Spiritual Values.* Winter, 1949-50.

Mahler, Margaret S. *Discipline and Punishment.* Summer, 1949.

Buck, Pearl S. *Let Them Have Reality.* Summer, 1949.

Annual Meeting and Report

The detailed Annual Report of the Child Study Association for the period January 1, 1948 - September 30, 1949, of which a few highlights are given below, may be obtained by writing to the Child Study Association, 132 East 74th Street, New York 21, N. Y.

THE 1950 Annual Meeting of the Child Study Association was held on April 25, during National Mental Health Week. More than 700 interested members and friends filled the Kaufman Auditorium of the Y.W. and Y.M.H.A. in New York City. The main feature of the program was the presentation of the film "Preface to a Life," produced by the National Institute of Mental Health. This film portrays graphically three possible outcomes of one child's life depending on the relationship established between the child and his parents. Dr. Bruce Ruddick, psychiatric consultant to the Canadian Film Board, discussed the film and its implications for parents, after which there was discussion from the floor.

Presiding at the meeting was Mrs. Mary Fisher Langmuir, president of the Association. She introduced Mrs. Clarence K. Whitehill, chairman of the Executive Committee, who made an appeal to the audience for support of the Association's program. Mrs. Langmuir then introduced the new director of the Association, Mrs. Mildred B. Beck. In the absence of Mrs. Sidonie M. Gruenberg, the retired director, Mrs. Beck read excerpts from Mrs. Gruenberg's report of the activities of the Association for the period January 1, 1948, to September 30, 1949.

During this period, Mrs. Gruenberg reported, the Association was faced with the necessity of giving up the quarters at 221 West 57th Street which it had occupied for twenty years. After extensive search, a private house at 132 East 74th Street was acquired. Due to moving, and the structural changes and alterations needed in the new building, some of the activities had to be suspended, but by January 1949 the work of the Association was again in full swing.

In the metropolitan area the following services were offered:

Discussion groups were held under the guidance of staff leaders for parents of preschool and school-age children. The Family Counseling Service offered parents individual interviews with psychiatrically trained counselors. Special meetings were held centering around film showings, panel discussions, and symposia. The School and Camp Information Service gave individualized advice to parents on the selection of private schools and camps for children. The Speakers' Bureau supplied trained speakers to a number of organizations in the city and environs. The Alice Morgenthau Ehrich Memorial Library, representing the best literature in the field of family education and child development, was open for reference to members of study groups.

One important means of carrying on the work of the Association is through voluntary committees made up of professional and lay people. The Bibliography Committee read and evaluated current books on parent-child subjects, selecting titles for inclusion in yearly annotated lists. The Children's Book Committee reviewed over 600 children's books published during this period, 250 comics magazines, and selected titles for inclusion in a variety of lists on subjects of interest to parents and children. The Family Counseling and Study Group Committee participated actively in developing the policies of the Family Counseling Service, and sponsored a lecture series on the topic "Psychiatry: Its Contributions to Family Living." The School and Camp Information Committee visited and reported on private schools in the metropolitan area. The CHILD STUDY Magazine Committee helped promote circulation and advertising, offered editorial suggestions, and made a comprehensive survey of the magazine's readership.

The March of Time, searching for an organization whose work could be depicted on the screen to follow up their earlier film "Life with Baby," selected the Child Study Association. The result was a film called "Life with Junior," taken in the old quarters, showing a scene from the Counseling Service, a study group in action, the library, pictures of the Association's publications, and shots from the 1948 Annual Conference.

In May, 1949, the Association was asked to participate in an exposition held at Grand Central Palace, called "Our Children's World 1949," by providing the educational program for two days. Throughout the week of the exposition, an exhibit of the Association's own publications as well as of books for parents and children was maintained.

On a national scale, the Association held two Conferences, each attended by more than a thousand

people, representing many states and a number of foreign countries. Both Conferences were held at the Hotel Roosevelt in New York City. The theme of the 1948 Conference was "The Problem of Human Aggressions: How Do They Develop? Must They Lead to War?" Among the guest speakers were Dr. Franz Alexander, Judge Justine Wise Polier, Dr. Lawrence S. Kubie, and Cord E. Meyer, Jr.

The theme of the 1949 Conference was "Perennial Concerns of Parents." The topics discussed under this general heading were discipline, character development, and sex education. Among the guest speakers were Dr. Milton J. E. Senn, Dr. Alan Gregg, Dr. Margaret S. Mahler, and Dr. Rudolph M. Loewenstein.

Each Conference was followed by an All-Day Institute for Professional Workers, held in cooperation with the National Committee for Parent Education and devoted to round-table discussions of content and method of parent education and the training of leaders.

CHILD STUDY, the quarterly published by the Association, now has subscribers in every state and in eighteen foreign countries. Articles appearing in the magazine are often reprinted in other periodicals here and abroad. The material in CHILD STUDY has been highly commended by parents and by professional workers in child development and parent education.

More than 300,000 pamphlets, reprints, and booklists published by the Association were distributed to organizations and individuals during the period covered by this report. The most popular pamphlet, "When Children Ask About Sex," sold well over 150,000 copies.

An anthology of stories and verse for very young children, titled *Read Me Another Story,* was compiled by the Children's Book Committee. It was published by the Thomas Y. Crowell Company to follow up the very popular *Read-to-Me Storybook* published the year before. This first anthology reached a sale of approximately 35,000 in the two years since its publication; and advance sales of the second anthology indicates it will be as much in demand.

A revised edition of *We, the Parents,* by Sidonie M. Gruenberg, was published in 1948.

A pamphlet called "Comics, Radio, Movies — and Children," written by Josette Frank, was published by the Public Affairs Committee. It has received wide distribution through various educational and health agencies, reaching a sales figure of 150,000 in the six months following publication.

Articles and reviews by staff members appeared in a variety of periodicals, popular as well as professional, including *Woman's Home Companion, Baby Talk, Calling All Girls, Woman's Day, Journal of Educational Sociology, National Parent-Teacher, Survey.*

Staff members are frequently called upon to serve in advisory capacities and as participants in the programs of other organizations and agencies which function in related fields. Among such organizations during the period of this report were the National Congress of Parents and Teachers, the Midcentury White House Conference on Children and Youth to be held late in 1950, the Annual New York State Conference on Parent and Family Life Education, the National Conference on Family Life.

The Association was represented by a staff member and a board member at the International Congress on Mental Health held in London during the summer of 1948. A paper on "The Meaning and Management of Aggression in Children," prepared with the help of the Association's psychiatric supervisor, was used as a Commission Report to the Congress.

Several books and pamphlets written by staff members were translated and published in Sweden, Denmark, Switzerland, Belgium, and one pamphlet was reprinted in England.

"This is my last report after twenty-five years as director of the Child Study Association," Mrs. Gruenberg stated in her report. "During my connection with this work (forty years) interest in parent education has varied in amount and has taken on different forms. Since the end of the second world war, the rapid rise of a new interest in parent education challenged the Child Study Association afresh. The distinctive characteristic of the Association has been its flexibility in exploring and experimenting both as to the needs of parents in our constantly changing society and as to the resources made available by our constantly changing science. Over the years, the Child Study Association has been continuously aware of problems created for parents by new patterns of living and new kinds of relationships. We have been constantly seeking more effective ways of making available to parents the results of various kinds of research that bear upon the needs and the development of children. While institutions may continue to stand long after they cease to have vital meaning, an organization that operates consistently on the horizon must always have a future, for its task is never finished."

"Human Beginnings"

An Evaluation of a New Sex Education Film

THE widespread use of the sex education film "Human Growth" by students, parents, and teachers (see CHILD STUDY, Fall, 1949), has opened the way for a second film, "Human Beginnings," also produced by Eddie Albert and supervised by Lester F. Beck, of the University of Oregon. "Human Growth" was prepared to be shown in the classroom to junior-high-school students as a basis for further discussion. "Human Beginnings" was made to be shown to six-year-olds and is recommended by the distributors for use with children, parents, and teachers. New material on sex education is eagerly sought and the new film, recently released by Association Films, Inc., is evoking much interest.

In order to evaluate the film "Human Beginnings" and to offer suggestions for its best use, the Child Study Association arranged a special showing for its staff and consultants, together with members of the staff of the Council Child Development Center and of the educational staff of the Metropolitan Life Insurance Company, who cooperated by having the film shown at their headquarters. The group included psychiatrists, psychologists, social workers, nursery-school teachers, and educational consultants.

In the discussion that followed this showing, there seemed to be general agreement that the film was inadequate in many important respects, and that under no circumstances should it be recommended for direct showing to children. While "Human Beginnings" touches on some aspects of the development and birth of a baby, the discussion pointed out, it fails to build these into a clear, consecutive understanding of the process. The film begins with a classroom scene in which the teacher invites the children to draw and discuss their ideas of how babies grow. This was felt to be an interesting and valid approach, but the use made of the material the children present is poorly developed. In later sequences, one child tells the story of what happened when his baby sister was born — shown in flashback. This section was thought to be uneven and confused. Some of the explanations are too simple, even for a six-year-old; some are in terms suitable for much older children; much of what a child of this age would really want to know, such as the father's role, is omitted. So, it was felt, the film does not provide the minimum facts necessary for this age. Neither does it help a child with the emotional response this material might arouse. There is no suggestion, for example, that the boy might have hostile feelings toward the baby or resentment at his mother for having had her. Always he is portrayed as feeling friendly and loving.

The way the parents are shown to respond to the boy's questions is also far from sound — sending him off to bed alone after they have talked with him, allowing him no chance to come back to them with further questions, resorting awkwardly to a book, giving him no adequate preparation for a hospital visit. By their hesitations and omissions they seem to perpetuate the taboos the film was supposed to combat.

The teacher's role in the film was also thought to be unreal and misleading, since it is presented as an ideal to be emulated. Although the teacher seems to be patient and encouraging, actually at no time does she enter into a relationship with the children, either to give them the intellectual interpretation their comments and drawings require or to help them with the feelings they express. In the case of a child who is shown to be deeply disturbed, her failure is particularly marked.

Those who viewed the film were concerned that because of its good sponsorship it is being generally accepted with little critical judgment. So disappointed were they in its content that they felt that even for parents and teachers it should be shown only with provision for discussion under a good discussion leader who could guide the group through the film's shortcomings to a better awareness of the needs of six-year-olds and to a more thoughtful program of sex education.

ALINE B. AUERBACH

POLIO PRECAUTIONS

As the annual season of rising incidence of polio approaches, medical and health authorities are unable to make accurate predictions about the number of cases to be expected this summer. However, they, together with the National Foundation for Infantile Paralysis, have made plans for help and medical care if polio should come. Meanwhile, for steps to take toward avoiding infection and toward lessening the crippling effects of the disease, ask your local chapter of the National Foundation for Infantile Paralysis for a copy of the leaflet "Message About Polio."

THE CHILD AND THE COMMUNITY

(*Continued from page 67*)

important business we have before us today, and we have not put our minds to it. If we look critically, we see that a parent, by and large, is an unskilled laborer working at the most highly diversified job there is — that of bringing up children. There are few vocational courses in parenthood even in the higher institutions of learning.

Slowly we, as so-called grownups and mature people, have had it thrust upon us that the world of today is not the kind of world we thought it was going to be when we grew up. We must be wise enough to admit that we ourselves were not prepared for a world in which the conditions of living — physical and emotional — would change at so great a rate. Children are growing up today in a world of miracles discovered in the physical sciences. Their home life is embellished, for good or evil, with fascinating trinkets of applied mechanics. And this world of physical miracles to which children are born places as much emphasis on how science kills as on how it saves. How human beings can get along with themselves and with each other in this modern world of drastic technological changes that influence every aspect of our lives is the chief discovery which our generation must make. We must find ways to help our children grow to a maturity of mind if they are going to survive the kind of world that seems to be just around the corner. How shall we give our children the wisdom of the heart without which the brilliance of the mind will betray their generation to almost inevitable destruction?

These are large and probing questions, and I don't pretend to know the answers to them. But I do know that we are a long way from having all the facts we need to know about the way normal children mature emotionally, physically, and socially, and about the way we can build well-being in children. The feeling of helplessness, of not knowing what to do next, or even of not caring, is indicative of a kind of immaturity and lack of knowledge and wisdom that seems to make it difficult for us as adults to know how to cope with our problems today. How much more will continued ignorance add to the burden of the next generation?

This is a pessimistic picture, but I don't believe it needs to be so. We in America have had a great genius for getting things done when we make up our minds to do them. We have a technique in which voluntary enterprise and government join hands. We have an age-old tradition of helping ourselves and helping each other. We have a population in which all the races and cultures of the world are represented. So we can draw on the most diverse variety of talents that any nation has ever been able to call upon. With these tools we can go forward in improving the state of our nation's children. We need funds — both private funds and government funds — to bring to all children the best that modern science and education have to offer. We need more persons who know and care and can put into practice what is known about child rearing today. We also need greatly expanded research programs to give the answers to our unsolved questions.

We have, too, in this year of 1950, an unusual opportunity — the Midcentury White House Conference for Children and Youth. Held once a decade, these conferences represent the best American tradition — that of bringing together citizens of many interests, public and private agencies, and experts and consumers of expert knowledge. And this time the conference is focusing on this most important problem of our time — that of "how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship." Here is a real challenge for us all.

But none of these efforts mean much if they do not lead to action. We as individuals in our own homes, as friends of the child next door, as workers in and givers to private agencies must decide soon what we are going to do to improve this business of rearing children effectively for the world they and we face. Our future depends upon all of our efforts.

We Invite Your Comment

The editors of CHILD STUDY need your comments upon the contents of the magazine. For the most helpful answer received to the following questions, we will send free a copy of *We, the Parents,* by Sidonie M. Gruenberg. Letters must be mailed by July 15, 1950.

1. Which article in this issue have you found most helpful and interesting and why?
2. Which topics have interested you the least and why?
3. What subjects do you wish to see treated in future issues?
4. What regular features do you find most useful?

Are you a parent, a professional worker, or both?

Address Editors, CHILD STUDY, 132 East 74th Street, New York 21, N. Y.

GROWNUPS IN THE MAKING

(*Continued from page 76*)

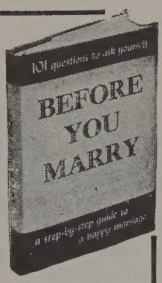
People in Bali may start to paint or to carve or to learn to read or write at any age. It is useful for a society to realize that putting all the learning into childhood, and all the work into middle age, and all the regrets into old age is an arbitrary act; we can put part of these three attitudes anywhere we like.

If we begin to see what we impose on ourselves by our view of life, our view of the life cycle, our view of where the climax comes, our view of what are the desirable stages of life and what the undesirable, our view of what is preparation and what is fulfillment or possible fulfillment, we will realize that we impose on each step of the educational process arbitrary considerations which we do not need to have. We do not need to divide life exactly as we divide it now; we do not need to devalue old age, nor to devalue the years that have been outgrown.

One of the most important factors in repression is the refusal by the adult to recognize that one was a baby and that one still has the kind of thoughts children have. When, therefore, we teach children to move toward adulthood by turning their backs on their past, we are denying them access to a large part of their potential birthright as human beings — their capacity to think in images, to think with their bodies. We are teaching them to think only with what we call logic. This is a useful way to think, but if one thinks only logically one does only the kind of thinking that deals with the external world and one loses a great deal of the thought that has gone into civilizations of the past, that has gone into the building of the arts and the philosophies of the human race.

One of the greatest tasks in this country is to try to construct our whole cycle of life so that each age is valuable — so that the small child prefigures the whole of life and is allowed to participate in it, and so that the older one is not required at any age to repudiate the ways of thought of his preceding ages but is allowed to retain throughout his life each step that went before.

BEFORE YOU MARRY



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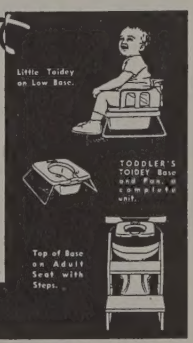

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News and Notes

Children's Book Award

Maria Gleit's *Paul Tiber, Forester,* published by Charles Scribner's Sons, received the 1949 award of the Children's Book Committee of the Child Study Association. This award is given each year to "a book for young people which deals compellingly with real problems in today's world."

"Mrs. Gleit's book," said Mrs. Hugh Grant Straus, chairman of the committee, in presenting the award at the Annual Conference luncheon of the Association, "gives young readers a vivid, authentic picture of a mining community in Pennsylvania, and of its impact on the young people of mining families. The author drew her inspiration for *Paul Tiber* from the real-life story of a young man who found the ugliness of his native mining town unendurable and found his own way to do something about it. Instead of following his father into the mines, he turned to forestry and made his new knowledge serve as a means to beautify and replenish the earth, and to heal its scars. His fight for what he believed in and his stirring experiences in overcoming community apathy and resistance make a good story as well as a strong case for conservation."

Stanley Mesavage, the young forester on whose life story *Paul Tiber* is based, accepted the scroll for the author, who was in Europe.

The committee also announced special citations to *Sarah,* by Marguerite Harmon Bro, and *It Might Be You,* by Ruth Adams Knight, both published by Doubleday.

Parent Education: Programs and Leadership

In cooperation with the National Committee for Parent Education, the Child Study Association of America held an all-day conference for professional workers at the Hotel Statler in New York on February 28. Social workers, teachers, group leaders, psychologists, and other professional workers came from many parts of the country to participate in the two workshops.

One workshop, with Freda S. Kehm, director of the Association for Family Living, as chairman, discussed programs in parent education — their organization, content, method. Resource specialists on the panel were Lydia A. Lynde, extension specialist in parent education, United States Department of Agriculture; Ruth A. Matson, educational secretary, Cleveland Mental Hygiene Association; Peter Neubauer, M.D., chief psychiatrist of the Council Child Development Center in Brooklyn; Nina Ridenour, director, Division of Education, National Committee on Mental Hygiene; Walter D. Woodward, M.D., chief psychiatrist, American Cyanamid Company, and member of the staff of the Payne Whitney Clinic, New York Hospital; and Anna W. M. Wolf, Family Counseling Service, Child Study Association.

With Ruth Andrus, chief of the Bureau of Child Development and Parent Education, New York State Education Department, as chairman, the workshop on leadership discussed where we shall look for leaders and how leaders should be trained. Resource specialists on the panel were Henry Hansburg, assistant professor of education and chief psychologist of the Educational Clinic, Brooklyn College; Ernest G. Osborne, professor of education, Teachers College, Columbia University, and president of the National Council on Family Relations; S. R. Slavson, director of group therapy, Jewish Board of Guardians; Frances M. Wilson, director of guidance, New York City School System; Myra Woodruff, supervisor, Bureau of Child Development and Parent Education, New York State Education Department; and Aline B. Auerbach, Family Counseling Service and Study Group Program, Child Study Association.

Award to Miss Lenroot

Katharine F. Lenroot, chief of the Children's Bureau, Federal Security Agency, was given the 1950 Survey Award "for imaginative and constructive contribution to social work." The award bronze plaque was presented to Miss Lenroot at the National Conference of Social Work in Atlantic City in April. In making the presentation, Leonard W. Mayo, president of the Child Welfare League of America and chairman of the committee that selected the winner of the award, told Miss Lenroot that the award was "a recognition not only of your unceasing efforts to make more secure the lot of children and youth but, quite as much, a tribute to the unselfishness and humility that has characterized your skillful approach to the many problems that arise in administering a complex program." The award is presented annually by the *Survey* as a memorial to the late Edward T. Devine, one of the founders of the magazine.